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ABSTRACT

Guidelines for selecting a school superintendent are listed in this brochure, which is divided into three sections: (1) board of education role, (2) role of the advisor to the board of education, and (3) role of the screening committee. Appended are (1) sample brochure for selecting a superintendent, (2) guidelines for conducting employment interviews, (3) guide to community visitation, (4) standard application form, (5) guidelines for evaluating applicants' previous performances, and (6) recommended form for employment of a superintendent. (ILR)

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Dear School Board Members and Superintendents:

The selection of a new superintendent is one of the most significant functions of a school board. Recognizing this fact, the California School Boards Association and the California Association of School Administrators have worked jointly to develop suggested procedures that can be adapted to meet local school district needs. We believe the procedures outlined in this booklet will help to ensure ethical practices and the recruiting and selection of the best-qualified candidates.

It is essential for the selection process to be carefully delineated in advance to avoid misunderstandings or conflict with community and/or professional groups. All candidates, of course, should be subject to the screening committee process. The staff members of both CASA and CSBA are prepared to assist school boards in the preliminary stages, and to advise you about the cost factors. Since the selection of a new superintendent is so important, we urge the school board to consider carefully the steps recommended in this booklet when a superintendent vacancy has been declared.

Two copies of this document are being sent to your school district — one to the president of the school board and the other to the superintendent. Please share these copies with other board members and the staff. Additional copies are available. Please see the inside back cover for details.

Sincerely,

Alfred W. Newman, CSBA President

Paul D. Ehret, CASA President

AWN/PDE:mi

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SELECTING A NEW SUPERINTENDENT

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SELECTING A NEW SUPERINTENDENT

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FOREWORD

In the fall of 1967, CSBA and CASA jointly issued the document entitled *The Superintendent/Board Relationship*, designed to assist boards and superintendents review together policies and procedures that have proven effective in school governance.

One chapter in the 1967 document, "Selecting a New Superintendent," has been referred to extensively by school boards faced with this particular task. Both organizations have been involved to some degree in the selection process in most of the California districts seeking a new superintendent during the past three years. This document is a revision of the original chapter based upon the experiences of school boards, advisors, screening committee members, and candidates.

This revision will be substituted for the chapter with the same heading in the original document when it is reprinted. In order to facilitate extensive reference by board members, advisors selected to assist the boards, and those appointed to screening committees, it is published here in booklet form.

Although these guidelines are written for all school districts, it is recognized that small districts may have to modify the procedures to meet their own budget constraints. We suggest that any school board contemplating a change in the position of superintendent request CSBA and/or CASA to send a staff member to meet with the board. The associations' representatives are prepared to assist local school boards in modifying the procedures to their own needs and resources.

Most school board members recognize present day trends which complicate their tasks:

— The upsurge of demands by school employees and some community groups regarding matters of school policy and administrator appointments.

— The decreasing length of tenure of school superintendents.

— The increasing difficulty in recruiting able and experienced school administrators.

It is believed the procedures outlined herein, if followed, will materially alleviate such problems.

SELECTING A NEW SUPERINTENDENT

INTRODUCTION

The selection of a new superintendent represents one of the most significant responsibilities of a school board. The choice entails the selection of the most competent individual available, not only to administer the schools, but also to give leadership in development and improvement of the educational program. It must be emphasized that careful preparation, definition of orderly and effective procedures, conformity with ethical practices, use of considered judgment, and adequate financing are critical in recruiting and selecting a new superintendent. The decision will ultimately affect the entire educational program of the district.

One of the first decisions that a board must make is whether or not there are one or more individuals within the district who should be considered for the position without making a search outside the district. The recommended procedure is too costly — in terms of funds and the time and effort of everyone involved — to undertake if there is a strong possibility that the superintendent will be chosen from within the district. It is suggested that whether or not the board decides to employ someone from within the district, it would be advisable for the board to discuss the matter with a representative of the California School Boards Association (CSBA) or the California Association of School Administrators (CASA).

Ethical Conduct Stressed

The need for ethical conduct on the part of **all** concerned cannot be overemphasized. Each board member should be scrupulous in protecting the CONFIDENTIAL nature of the applications. This applies in particular to

1. The names of those who have applied.
2. Contents of letters of recommendation.
3. Oral reports of other information received during the period of inquiry.

The board should expect the highest ethical conduct from its applicants, its advisor, and from the members of the screening committee.

It is not ethical for a candidate to apply for a position until the board has publicly announced that a vacancy exists. It is also not ethical for a candidate to seek a personal interview with any individual board member or to use political or other means to influence the decision of an individual board member. Every candidate should be able to assure the board that no contractual obligations will prevent his acceptance of an offer.

An Orderly, Publicized Procedure

In carrying out the selection process a board should set forth and follow a step-by-step, written, publicized procedure. Because legal opinions vary from county to county, the board should have its legal advisor review and approve all procedures recommended for the selection process. This is especially important in reference to the executive sessions. The following steps are offered for consideration.

PART I — ROLE OF THE BOARD

STEP 1 — OBTAIN OUTSIDE, OBJECTIVE, PROFESSIONAL ASSISTANCE

Need for Advisor

The school board has numerous time-consuming tasks that must be accomplished in order to hire a new superintendent. Under no conditions should members of the school district staff be used as an advisor or secretarial assistant to the board and yet the service of a professional person is needed to insure fair and ethical procedures. A successful procedure has been developed to employ an advisor when considering the employment of a new superintendent. Generally speaking, the advisor should not serve on the screening committee, but should act as executive secretary to the committee. Cost factors may force boards of smaller districts to have the advisor serve as a member of the screening committee.

Conduct Advisor Interviews

The board may wish to interview three or four potential advisors before selecting the one they believe will be best able to serve. Lists of qualified persons, with brief biographical sketches, may be obtained from CSBA, CASA or management consultant firms.

Both CSBA and CASA are prepared to assist the board, without charge, in arranging and conducting the advisor interviews. When requested, the Asssociations will also prepare suggested interview questions, advise about the costs of advisor interviews, and assist in the preparation of a press announcement for the board. In the event the superintendent is retiring at the end of the next school year, it is advisable to make budget provisions for selecting the new superintendent in advance. Otherwise reserve funds will have to be used. The associations' representatives are prepared to assist the board in the preparation of a preliminary budget for this purpose.

The appointment of the advisor should be made in a public meeting. At this meeting the advisor should be called upon to outline the procedures recommended by CSBA and CASA. This could form the framework for the district's process for selecting a new superintendent. A press release about the appointment and possible procedures should be distributed to all media in the community.

STEP 2 — PREPARE PRELIMINARY PROCEDURES, CALENDAR, AND TENTATIVE BUDGET

The selection of the superintendent must be based on the needs and resources of the school district and the community, as well as on the candidate's qualifications. A major task of the advisor will be to assist the board in formulating guiding criteria for the selection process.

The board may wish the advisor to interview representatives of interested community groups to discuss sensitive areas. This process gives the board an unparalleled opportunity to involve the community in an assessment of the special problems, needs and aspirations of the school community as a basis for determining the necessary and desirable qualifications of the new superintendent. In large urban districts this phase of the process can become a major undertaking (see Part II, Step 2).

The board should set aside a long executive session with the advisor to examine the recommended procedures and reduce to writing the scope of his work within the community, the procedures that are to be followed, the approximate calendar, and a tentative budget allocation.

The board and advisor must determine such things as the maximum number of days the advisor is to work; composition, procedures, and fee schedule of the screening committee; type and number of recruitment brochures, number of board members to be involved in travel, and the number of finalists to be interviewed by the board. These decisions will assist in establishing a budget required to employ a new superintendent.

The board must also agree upon a timetable for selecting a new superintendent. The process usually requires four to five months. Generally speaking, in California, a contract for a new superintendent should be offered no later than March or April for a contract beginning July 1.

STEP 3 — RECEIVE REPORT OF ADVISOR AND APPROVE CONTENTS OF BROCHURE

Based upon a comprehensive analysis and inventory of the school district and the community, the advisor prepares and the board adopts a job description and a list of criteria for selecting the new superintendent. This material should be incorporated in a recruitment brochure (see Appendix A and Part II, Step 3).

In the 1970 session of the Legislature a new credentialing law was enacted which enables a school board to waive the credential requirement for its chief administrative officer. Education Code Section 13142, effective November 23, 1970, reads as follows:

> *13142. A local governing board may waive any credential requirement for the chief administrative officer of the school district under its jurisdiction. Any individual serving as the chief administrative officer of a school district who does not hold a credential may be required by the local governing board to pursue a program of in-service training conducted pursuant to guidelines approved by the commissions . . . .*

The board should determine whether or not the new superintendent must have a credential in order to be employed. In any event a standard set of procedures for selecting a superintendent should be followed.

Problem areas as well as positive statements about the school district and community should be included in the brochure. Sample brochures are available from CSBA and CASA.

At a public meeting the advisor should be asked to enumerate the criteria for selection of a new superintendent and to describe the recruitment and selection procedures. This information should be released to the media in a press release.

STEP 4 — SELECT PROFESSIONAL SCREENING COMMITTEE AND FINALIZE PROCEDURES

The importance of the selection of a new superintendent justifies the appointment of a screening committee to provide the objective and professional judgment that will ensure that the agreed-upon criteria have been met by the candidates' qualifications. This is accomplished through the screening of candidates' confidential papers, telephone inquiries, and personal interviews (see Part III). The school board should insist that candidates for the position of superintendent be subject to the screening process.

The advisor, in executive session, submits a list of qualified screening committee members. It is not advisable for boards to appoint to the screening committee residents of the school district or representatives of local organizations. Once any interest group is placed on the screening committee

the way is opened to all special-interest groups to demand a like voice in the selection. The board, instead, should advise all persons or groups requesting representation on the screening committee to meet with the advisor and to submit in writing suggested criteria for the board to consider in selecting a superintendent. Few well-qualified administrators, secure in their present positions, are willing to enter a popularity contest or to have their application become public knowledge. The size of the screening committee could also be a major cost factor.

The board selects a three- to five-member screening committee and prepares a press release announcing the members' names and duties. This action must then be formalized in open session.

STEP 5 — MEET WITH THE SCREENING COMMITTEE

Preliminary to the Screening Process

Before the school board and screening committee meet for the first time, the advisor should have prepared a written list of all criteria that are to be utilized by the committee in the screening process. This includes the criteria set forth in the brochure, the confidential and written recommendations of community groups, and the more detailed criteria established by the board. The governing board should then describe and interpret the criteria that the screening committee is to consider in the screening process. In order to keep expenses at a minimum, the board and screening committee in some school districts may meet in the morning of the day on which the screening of the confidential papers is done.

To Receive the Report

In executive session the screening committee will announce to the entire board the limited number of qualified candidates selected for final consideration. The board, after discussion of the candidates with the screening committee, should indicate the number of candidates it wishes to interview (probably four to six). After ascertaining dates and times that the entire board can meet for the interviews, the board president or advisor immediately, by telephone, schedules the candidates.

STEP 6 — INTERVIEW FINALIST CANDIDATES FOR SUPERINTENDENCY

Here are major elements to consider in evaluating and interviewing the finalist candidates:

a. Prior to interviewing, each board member should review independently the confidential papers of each finalist candidate. On a numerical rating scale provided by the advisor, each board member should indicate his evaluation of each candidate.

b. The major task of the school board, that of in-depth interviews with the finalist candidates in executive session, is now at hand. The school board should work together as a committee of the whole in carrying out all steps in the process.

c. Ample time, preferably not less than one-half day or one evening session, should be allowed each candidate, with equal time allotted to each. A member of the board should be designated to act as host and to make all arrangements. A pleasant, informal atmosphere should be established which might include lunch or dinner preceding the formal interview. The formal interview should be conducted in executive session at an appropriate place within the district.

d. Interviews should not be highly structured, but it is essential that they have enough design to obtain the needed information to insure that the best qualified candidate meets the needs of the school district and the local community.

Pertinent questions, previously prepared by the board in cooperation with the advisor, should be asked. (See Appendix B)

A mimeographed interview checklist form furnished to each member of the board by the advisor will be found helpful as a means of recording individual evaluations of each candidate during the personal interview.

e. Keeping in mind the fact that the candidate is also making evaluations to determine whether or not he can work effectively with the board and the community, the board should provide an opportunity for the candidate to ask questions about the school system and the community.

f. Although the recruitment brochure has delineated salary range, the board may well initiate discussion of such areas as salary, other benefits, availability as affected by family or contractual obligations, and housing.

g. When all interviews have been completed, the board should set aside time for a lengthy, unhurried, executive session in which the applicants are discussed thoroughly. It is suggested that board members make numerical differentiation by rating each candidate on a scale. Through this process the board should then select one or two candidates for final consideration.

h. All expenses incurred in the interview process are to be borne by the school district (see Education Code Section 12918).

STEP 7 — VISIT COMMUNITY OF FINALIST CANDIDATE/CANDIDATES

It is absolutely essential for the board, or a committee of board members, to visit the community of the finalist candidate. If time factors prevent members of the board from making the visitation, the advisor should do so. No screening process can be as effective in uncovering essential evidence of successes and failures as a thorough on-the-spot investigation by board members. The board members decide which persons in the finalist's community should be visited (see Appendix C). Arrangements for the visitations are then made by the advisor. During the community visitation it is also considered good practice for the board to arrange to have lunch or dinner with the superintendent and his wife so that the board has an opportunity to meet the wife before the contract is finally offered.

STEP 8 — DISCUSS SUPERINTENDENT'S CONTRACT WITH ADVISOR

In executive session the board should examine all available information relative to the contract of the superintendent. Sample contracts and salary schedules are available from both CASA and CSBA. The board should be prepared to discuss fringe benefits and all other conditions of employment, such as tax-sheltered annuities, housing, transportation, and other allowable expenses.

It is recommended that the contract of the superintendent be an individual arrangement and that his salary not be tied to the teachers' salary schedule. This gives the board room for maneuverability to meet an offer from a competing district or to reward especially meritorious service. It also removes any personal interest on his part in employee salary discussions.

Education Code Section 938 sets forth the provisions relating to the length of time for which a contract may be offered. A contract for less than two years is not considered advisable.

STEP 9 — MEET WITH PROSPECTIVE SUPERINTENDENT

On the basis of all investigations the entire board should make a final selection, with every effort being made to secure a unanimous vote.

The board should require a pre-contract physical examination at district expense and request that the results be sent to the board. The successful candidate is then invited to attend another executive session to arrange the exact conditions of the contract.

STEP 10 — RELEASE PRESS INFORMATION SIMULTANEOUSLY

The timing of the official selection of the new superintendent and the announcement of it should be checked carefully so that the resignation and release of the successful candidate can be processed in a professional and ethical manner.

When the candidate has accepted the position the school board should prepare a written news release, announcing the selection to the press, television, and radio stations. This should be coordinated with the board of the district from which the superintendent is resigning so that there is simultaneous release of information.

Usual courtesy requires that the unsuccessful candidates receive notification of final action of the board before it is released to the news media. This is sometimes difficult to do. A courteous letter, expressing appreciation to each candidate, should notify him of the selection.

The official in charge of applications should now be instructed to return the confidential papers of the remaining unsuccessful candidates to the proper placement officers and to take care of any other necessary courtesies.

NOTE: Board members are encouraged to read the "Role of the Advisor" and the "Role of the Screening Committee", which are contained in the next two parts of this booklet.

PART II -- ROLE OF THE ADVISOR

The person chosen as advisor to the board in its search for a superintendent will be working with the board in a most confidential way on a crucial and sensitive task.

He should be qualified through previous experience in board/superintendent relations to serve the board in a tactful but forthright manner.

He should be prepared to mediate differences in philosophy and objectives of individual board members when necessary to obtain solid agreement on the characteristics desirable in a new superintendent. He must be willing and able to help some boards improve their working procedures with the superintendent and administrative staff.

He should have had successful experience in assessing the problems, needs, and aspirations of the various groups which compose a school district community and an ability to present a summary to the board for study and action.

As the chief recruiter of well-qualified candidates, it is helpful if the advisor has a wide acquaintance and well-established lines of communication in the state and, for large urban districts, nationally.

His professional reputation should be above reproach in such things as maintenance of strict confidentiality relative to the candidates and their records; insistence on high ethical standards for everyone engaged in the process; complete impartiality in the treatment of candidates, willingness to resist any attempt to use him or the established process to select a candidate of a factional power group.

STEP 1 — MEETING WITH THE GOVERNING BOARD

At an executive session of the board, the advisor should explore the local climate and explain the various alternative procedures open to the board together with cost estimates in order to arrive at a tentative budget and timetable.

Some key questions which should be raised and resolved are

a. Is there anyone within the system whom the board considers a potential candidate? If there is a likelihood that a "search" is window-dressing for selection of a local candidate, the advisor should attempt to help the board resolve the issue before embarking on such a time-consuming and costly project.

b. To what extent is the board willing to involve the community in taking a look at its problems, special needs and aspirations as they affect the school program and its leadership?

c. What should be the composition of the screening committee and what procedures should the committee follow?

d. How extensive should be the recruitment efforts and what should be the format of the announcement and invitation for application?

STEP 2 — ASSESSING THE COMMUNITY

How extensive an undertaking should this be? In small communities where no great tensions exist, one or two days devoted by the advisor to confidential meetings may be sufficient.

As a minimum, the advisor should make himself available to each board member, to key administrative personnel, and to officers and representatives of teacher groups and parents. Each interview should be in complete confidence, but a summary of attitudes, of indicated problems, and suggestions for criteria for the selection of a new superintendent should be given the board in a subsequent executive session.

In large urban communities, where many conflicting forces are struggling for an effective voice in school operations, up to a month spent by the advisor and his assistants in hearing from delegations and representatives of community organizations may be advisable if the major purposes are to be achieved.

This larger undertaking is most helpful even in the medium-sized and relatively tranquil school district. It is a practical and helpful response to the demands of teacher organizations, and some community groups, that their voices be heard prior to the selection of the new superintendent.

If it is decided to undertake a community assessment the advisor should make sure that there is wide publicity of his availability for this purpose. In addition, letters should be sent to all major organizations explaining the purpose and process and inviting their participation.

If there is controversy in the district, someone removed from the superintendent's office should be designated to receive telephone inquiries and organize an interview schedule. It is helpful to request delegations to bring to the interview a written summary of suggestions as to the special problems a new superintendent will face, an evaluation of the strengths and weaknesses of the school program, and criteria they deem important to the qualifications of a new superintendent.

The advisor must be extremely careful that, while encouraging free and frank expression of opinions from all delegations, he in no way indicates agreement or disagreement with their assessment.

His report to the board, both the written proposed brochure and his oral evaluation of community reactions, should retain the confidential nature of much of his interviews. He should use good judgment in determining whether testimony has been biased or fair; limited to a few disgruntled individuals, or has wide community acceptance; is pertinent to the board's immediate project, or is an extraneous community issue.

The person chosen as advisor should keep uppermost in his mind that his chief objective is to assist the various community elements and all members of the board in uniting on a positive program for improving the educational program through the selection of the best qualified candidate available.

STEP 3 — PREPARATION AND APPROVAL OF BROCHURE

The format and the size of the printed announcement of vacancy will be determined largely by the extent of the community assessment.

Where an extensive survey of the community takes place, it is advisable to include an adequate summary in the brochure. Where the board is already committed, or is willing to commit itself, to positive actions involving change in policy, organization, or personnel, the brochure alerts all

prospective candidates. Both strengths and weaknesses of the school community should be fully reported. The final report should clearly show the advisor's professional judgment of problems, needs, and new directions which should be explored in the district. Issues that must be resolved by the community and board under the leadership of the new superintendent should be clearly spelled out.

When finally adopted by the board, after a public hearing, these statements may serve as a platform for future action and as a basis for criteria for judging the competencies of candidates.

In any brochure, however brief, these items should be included:

1. A statement of the selection procedure.
2. Information required of candidates.
3. Where to send applications.
4. Deadline for completion of application.
5. Members of screening committee (if they have been appointed).
6. A statement of required and desirable qualifications.
7. Terms of employment.
8. A description of the community: location and size, and industrial, cultural, and other aspects.
9. A description of the school district: size, organization, programs, finances, characteristics of student body, etc.
10. An assessment of the educational programs, needs, and problems.
11. Proposals for change in the school district.
12. Other special instructions.

A preliminary draft of the brochure should be reviewed in executive session before submitting it to the board for public examination and final adoption by the board.

STEP 4 — RECRUITING

The advisor should request the board to determine whether the search for applicants should be limited to the state or be nationwide. The wider search will require at least one thousand brochures, against six hundred for California. Recruitment of out-of-state candidates increases the difficulty of investigation, and costs of travel for the board and candidates.

The board should also decide how large a distribution of the brochure should be made within the district. If a significant assessment has been made and the brochure spells out needs and problems, then it may be very useful as a statement of purpose and direction and merit wide distribution in the community.

Bearing in mind that the principal purpose of the brochure is to elicit interest on the part of well-qualified — and this means in most cases well-situated — candidates, an effort should be made to produce an attractive pamphlet. The cost is negligible considering the amount of effort and other costs involved and the appearance of the brochure has been known to either "put off" or interest desirable candidates as indicative of the importance a board attaches to its efforts.

Not less than six weeks for California recruitment is necessary to complete the extensive communication, gathering of papers, and verifying of data. At least two months is desirable when a nationwide search is undertaken.

All county superintendents should be included on the circulation list as well as many of the large school district superintendents. These men often call to the attention of capable subordinates or neighboring colleagues opportunities for which they think they are ready.

It is also helpful to mail the announcement to university, college, and private placement centers, and to key professors of school administration in California and throughout the nation. Any advisor will, of course, have many such lines of recruiting open to him, including substantial telephoning.

STEP 5 — ASSISTING THE SCREENING COMMITTEE

The advisor should review carefully with the board the function of a screening committee and attempt to secure authorization for sufficient time for it to do a thorough job. It is very helpful if a standard, one-page application form has been required and a copy is made available to each screening committee member (see Appendix D).

A well-organized set of documents for each candidate is most essential if the screening committee is to function efficiently in the short time available to it.

In setting the timetable the advisor must be guided in part by the availability of all screening committee members.

In preparation for the meeting of the committee the advisor should

a. Reserve adequate quarters where

— confidentiality can be preserved.
— there is access to two telephones for long-distance operations.
— secretarial assistance is afforded.

b. Schedule such meetings as have been agreed upon with the board and other groups as preliminary to the screening committee's deliberations.

c. Schedule for the final report, a meeting with the board, at which all board members can be present.

STEP 6 — ORGANIZING THE INTERVIEWS

At the time of the screening committee's report to the board, the advisor should

1. Poll the board to establish times when all members are available to interview candidates.

2. Request the board to designate a member to act as host in receiving the candidates.

3. Secure agreement as to a meeting place and procedure (such as a dinner meeting with adjournment to the board room).

Immediately after the board has agreed upon the individuals to be interviewed, the board president or the advisor can, by telephone, schedule the sessions. Before the board members leave the meeting, the advisor should give them a written memorandum concerning the times and places for the interview.

Prior to the interview, the advisor may prepare for the members a list of questions designed to ensure that all relevant phases of administration — with particular reference to local problems — are covered during the sessions (see Appendix B). When extensive community involvement has been undertaken, a large number of concerns may have been offered by citizens for this purpose.

It may be desirable to make available to the press and the public the general topics from which the board will develop the interview.

In some instances the board may request the advisor to make lodging arrangements for those candidates needing it and the board may, under some circumstances, wish the advisor to act as host, receiving the candidate and briefing him on the position.

At the conclusion of each interview, the candidate, the advisor, or host board members should give to the candidate

1. Expense vouchers with directions for filing his travel expense.

2. A request to supply them with a community visitation guide to assist the board members should they decide to visit his community (see Appendix C).

STEP 7 — GUARDING THE INVESTIGATION OF CHOSEN CANDIDATES

Much misunderstanding can be averted if, at the time of the formal interview, the board has had a frank discussion with each candidate relating to their intention to visit his community if he becomes their first choice.

The difficult problem faced by both board members and the candidate is to avoid "making waves" which may result in premature publicity or unfavorable reaction if the candidate is not finally offered a contract.

The advisor should prepare a suggested list of questions for use during the board's community investigation (see Appendix E).

STEP 8 — CONTRACT SIGNING AND PUBLICITY

The advisor should encourage the board to call its chosen candidate back for a final discussion of terms of his contract and agreement on the timing and contents of a press release.

A contract should be prepared by the county counsel or be approved by him (see Appendix F).

A special board meeting (followed by a press conference in major districts) for a formal voting of a contract, its acceptance, and signing can add dignity and finality to the process.

PART III -- ROLE OF THE SCREENING COMMITTEE

It is generally conceded that no board should attempt to make a selection of a new superintendent, particularly from outside the district, without the assistance of a committee of professionals to evaluate the confidential information and investigate the competencies of the candidates.

Whenever the position of the superintendent is declared vacant there will usually be from fifty to one hundred and twenty-five applicants. A preliminary screening-out of those whose training and previous employment record do not qualify them for serious consideration saves the board's time for in-depth study of the best qualified persons.

The thoroughness with which the committee is able to do its job is very dependent upon the time allotted to it by the board when the tentative schedule and budget are adopted.

In those instances where an advisor has not been employed, the chairman of the screening committee must perform some of the duties outlined for the advisor.

STEP 1 — PRELIMINARY PREPARATION

The screening committee members should have received from the advisor copies of the brochure and any other summaries of the community/school situation he has prepared for the board or the committee's information.

If the committee members have received a copy of each applicant's résumé as it is received, the members may then make such investigations by phone or direct inquiry as needed to prepare them for committee deliberations on the evaluating of candidates (see Appendix D and Part II, Step 5).

This is particularly helpful when there are a number of "unknowns" applying and the screener has colleagues with whom he can confer.

STEP 2 — ORIENTATION

On the first day of the screening committee's meeting, the advisor will have scheduled a meeting with the board for mutual exploration of the more sensitive elements involved in judging the special attributes desirable in a new superintendent for this particular position.

Following are some of the points that should be clarified and which are not usually included in the brochure:

a. Is the board seriously interested in any local candidate and how should his candidacy be handled?

b. Does the board lean toward maturity and considerable experience or toward high potential but possibly short length of experience?

c. The degree of community involvement and leadership the board expects.

d. The ethnic, economic and social background that would best prepare a candidate for the community leadership required.

e. How much emphasis on innovation or change versus a conservative stance is desirable or acceptable?

f. If there is no advisor and the screening committee will be interviewing candidates, the maximum negotiable salary should be known.

In some situations it is important to talk to teacher and community groups. Depending upon budgetary constraints, the advisor may schedule one or more meetings with community and employee representatives to afford the committee first-hand knowledge of the situation. This also provides further evidence to community leaders of the board's willingness to seek community involvement.

STEP 3 — EVALUATION OF CONFIDENTIAL PAPERS

A one- or two-day meeting, depending upon the number of candidates, is allotted to a work session where, assisted by the advisor, the committee evaluates and reduces the number of candidates to eight or ten individuals.

To do so the members of the committee

a. Carefully study all the confidential papers of each candidate.

b. Exchange information they have gathered about the candidates.

c. Make liberal use of the telephone in clearing up questions raised or remaining about candidates whose papers otherwise indicate acceptability.

STEP 4 — PERSONAL INTERVIEWS

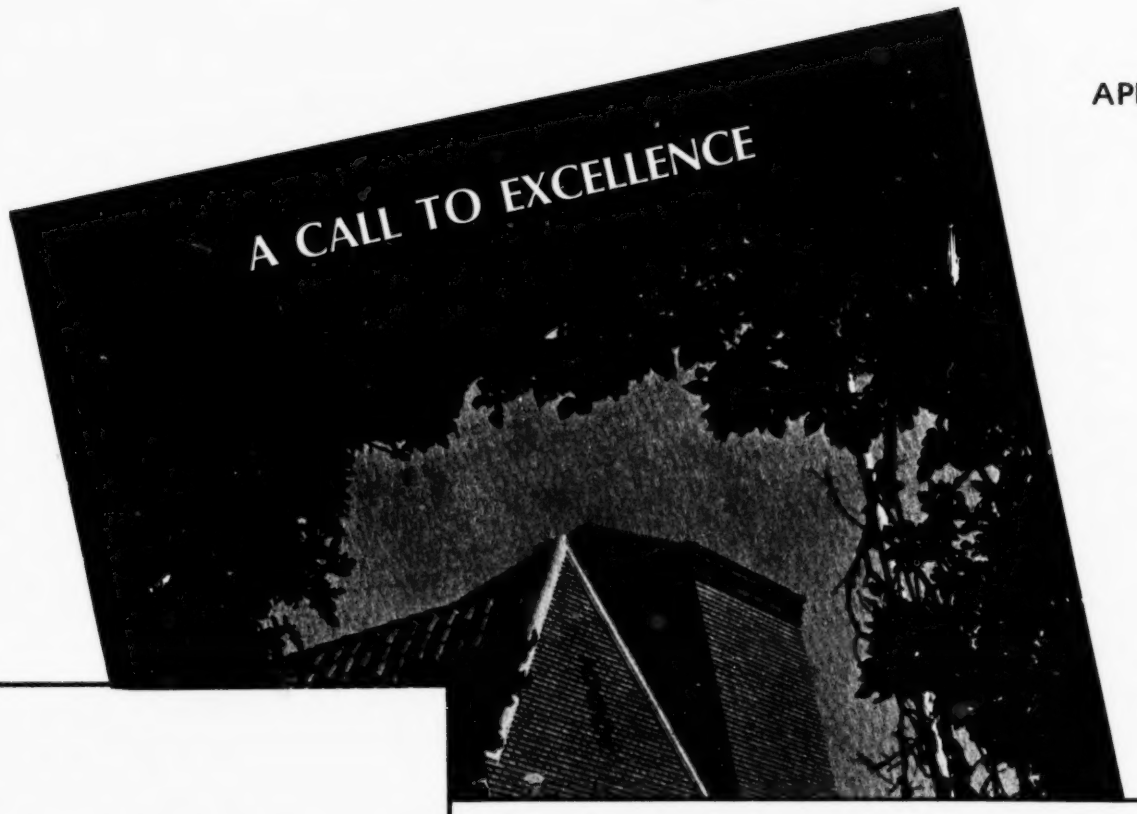
It has been found desirable for the committee to devote a day session interviewing the top eight or ten candidates before presenting its report to the board.

If this procedure is agreed upon then the advisor should, by telephone, immediately arrange with all candidates for the time of their interviews, approximately one week later.

STEP 5 — REPORT TO THE BOARD

In an executive session with the board, the entire committee submits its report. The report should take such form as the board desires. Usually only a few (four to six) of the top candidates are recommended for interviewing by the board. The number of candidates may vary depending upon the wishes of the board. The members of the committee should explain in some detail why each candidate is being recommended. When the report to the board has been made, the work of the screening committee is completed.

APPENDIX A



A CALL TO EXCELLENCE . . .

. . . might well be the title of this brochure inviting qualified school administrators to apply for the superintendency of the Davis Joint Unified School District.

The vacancy occurs because Dr. Dean Lobaugh, the universally respected superintendent since 1957, will retire on July 1, 1970.

Using all measures with which we evaluate a school district's performance, Davis will rate superior.

The challenge — and there is one — is not that confronting superintendents in areas of deep conflict, poverty, or indifference. In Davis the challenge is rather to lead this board, community and staff along the last few steps toward making it a "Lighthouse" district in education.

Board of Education

SELECTION PROCEDURE

The applications of all candidates will be held in strict confidence. When a candidate has been tentatively selected, a thorough first-hand investigation will be made of his present administration. The members of the Governing Board request that all applicants follow the procedure as outlined. If additional information is needed, the applicant may request information from the advisor.

Information Requested:

To complete an application, the candidate should, by February 1, 1970:

a. complete and mail the inserted brief application form.

b. write a personal letter of application which should include:

   1. Biographical information not included in credentials.
   2. Special educational interests and achievements.
   3. Community and professional activities that indicate productive results for time spent.
   4. Sources for further background information.
   5. Availability for personal interview.
   6. Other pertinent data not included in applicant's file.

c. have his confidential papers forwarded by his university.

Direct Application to:

Dr. Harry McPherson, Advisor
Davis Board of Education
3533 Tolman Hall
University of California
Berkeley, California 94720

Screening:

A Screening Committee has been selected which includes the Advisor; Dr. H. Thomas James, Dean of the School of Education, Stanford University; Dr. Julio Bortolazzo, Superintendent-President of Santa Barbara Junior College; Mr. Kent Gill, former Mayor; and Dr. Dean Lobaugh, retiring Superintendent. The Committee will conduct preliminary screening of candidates based on applications completed by February 1, 1970.

Interviews:

Candidates selected by the Screening Committee will be interviewed by the members of the Board of Education between February 1 and March 1, inclusive. No one will be given consideration by the Board who has not been recommended by the Screening Committee.

Final Selection:

It is hoped that the announcement of a new Superintendent can be made on or before March 1st. He should be prepared to assume full-time status on July 1, 1970, and to be available as a consultant on a limited basis after selection. The current superintendent will be available as a consultant during the month of July, 1970.

QUALIFICATIONS

Education:

Good undergraduate training from a recognized college—emphasis on the liberal arts or humanities would be preferred. Evidence of broad educational and cultural interests is essential. Systematic graduate training, including specific training in administration, with attainment of a doctor's degree is preferred.

Experience:

Classroom teaching experience. Successful administrative experience, including that on district level. Experience on a college faculty is desirable. In judging experience, emphasis will be placed on breadth and variety, and extent of opportunity for independent action. Demonstrated ability to direct a sound financial program.

Leadership:

Ability as an educational leader. This should be demonstrated by recognition in the school system, in the community, and in the profession. Leadership, as conceived here, includes skill in oral and written communication, and ability in public relations. Even more important, however, are the qualities of the educational statesman: courage, foresight, integrity, willingness to fight for what he believes to be right. Especially important is evidence of ability to work with diverse groups in a community, to resolve differences, and to muster support for enlightened and innovative educational programs.

Ability to Work with Staff:

He should be capable both of warm and friendly human relationships and firm disciplinary action and able to make unpleasant decisions when necessary. The superintendent should be able to delegate authority, to assign responsibility, to encourage and recognize the creative potentials of his staff. The district will look for a record of innovative leadership, showing particular strength in curriculum development. The superintendent should be able to inspire a superior team effort from the professional and supportive staff.

Ability to Work with Board of Education:

The Board of Education respects the role that the superintendent should play in the educational system. It expects to establish policy and then to allow the superintendent freedom to carry out the policies. The members of the Board expect the superintendent to carry the administrative duties of the school district. They recognize their responsibility to demand high standards of performances from him. They expect the superintendent to have wisdom in advising them, foresight in helping them to anticipate problems, and willingness to recommend changes in existing policies when he deems it to be appropriate.

Ability to Work with the Community:

The superintendent must be able to enter actively into the life of the community. Evidence of past activities and leadership will be given weight in judging applicants. Most important is the demonstrated ability to obtain the respect of a community, to secure its cooperation, and to support it in its efforts to improve the quality of education. He should have the willingness and skill to bridge the "generation gap" and should, above all, possess a sense of humor.

Age and Health:

In general, the age range of 35 to 50 is desirable. He should be active, vigorous, and in sufficiently good health to give promise of being able to carry the rigorous responsibilities of the position for a period of some years.

Contract Terms:

The present salary is $25,000, but the salary is negotiable. A four-year contract, renewable during the second year, will be offered.

THE COMMUNITY

The Davis Joint Unified School District occupies approximately 125 square miles of Yolo County, along with a small portion of Solano County. The district population, however, is concentrated in the City of Davis, which is located fifteen miles west of Sacramento, and ten miles south of the Yolo County seat of Woodland. The current population of the district is estimated at 28,000.

Although located in a highly productive agricultural area, Davis is not basically a farming community. Its population is related predominantly to the University of California, operating a general campus with 12,000 students, and to California state government centered in Sacramento. Davis is in no sense a suburb of Sacramento, however; it is a community with a highly distinctive identity.

In fact, the city of Davis is a "University Town" in the finest sense of the term. This campus of the University of California began as a university farm for the College of Agriculture at Berkeley, but has now come of age as a broadly designed Liberal Arts campus with a growing number of professional schools.

Some indication of the interrelation of campus and community can be deduced from the following statistics released by the Davis Area Chamber of Commerce.

ECONOMIC INDICATORS

Davis area, Yolo County, October 1969

	1963	*1969*	*Estimated 1980*
Taxable Transactions, City	$10,505,000	$26,669,000	
Assessed Val., School Dist.	$27,059,483	$64,378,623	
UCD Enrollment	4,954	12,000	18,900
Davis Urban Area Population		28,000	62,000
Combined Tax Rates	10.26	11.67	

In a 1966 census it was found that 48% of the Head of Households were employed by UCD; 35% within the city of Davis; 8% in Yolo County, and 9% in the County of Sacramento.

It is clear that the growth rate of Davis has reflected directly the expansion of the University. The economic health of the community is almost wholly dependent upon the $50,000,000 payroll of the University and the estimated $30,000,000 expended by the 12,000 students.

Consequently, the community of Davis probably has greater economic stability than any other area in California.

There is an increasing trend for Sacramento-employed families to live in the Davis community in order to enjoy, among others, the advantages of open space, the University climate, and the Davis public schools.

The city government and district administration cooperate in numerous ways to provide better and more economical facilities and services than occur in most communities. This ranges from mutual planning for parks and school grounds to the operation of a fine recreational program.

THE SCHOOL DISTRICT

The Davis Joint Unified School District enrolls about 5,000 students K-12 quartered in seven elementary schools, two junior high schools, and one senior high school.

Rapid growth began in 1956 from an enrollment of 1,473 to over 5,000 today. The number of pupils is expected to more than double in the next decade.

The area became unified in 1962, and four of the five board members elected then are still serving.

The Staff

The district has an instructional staff of 254 who are represented by a chapter of the California Teachers' Association. Through the state-mandated Negotiation Panel, the classroom teachers may have a strong voice in determining the instructional program and their own working conditions.

Class sizes are below the state average, being: Elementary, 28; Junior High, 25; and Senior High, 25. Teaching staff-to-pupil ratio in 1969-70 is 21.9.

The salary schedule for 1969-70 ranges from $6,702 to $13,629, plus three super-maximum steps which bring the top attainable teaching salary to $14,781. The governing board has already made a commitment for 1970-71 salaries, based on a formula which will take into account changes in the cost of living index during 1969.

The district has a classified staff of approximately 75 persons, paid on a scale competitive with the University of California and other governmental bodies in the area.

Budget Resources

The assessed valuation for the district for 1969-70 is nearly $65,000,000, giving a per-pupil valuation for the unified district of some $18,000 on the elementary level and $47,000 on secondary.

In February of 1966 the district voted an operating tax limit of $4.65 for an indefinite period. Under this authorization, rates of $4.20, $4.22, and $4.25 have been in effect for the past three years. The board has declared its intent to hold its general purpose rate within the $4.65 limit for at least the years 1969-70 and 1970-71, but it is likely that the rate will approach this figure in each of the two years. The total rate, including bond interest and retirement, was $5.33 for 1968-69, and is $5.64 in 1969-70. The school district thus accounts for about 50% of the total property tax dollar. The tax rate and the portion going to schools, varies widely in the state according to the amount of business or industrial property on the tax roll. Since university property, the major "industry", is tax exempt, the major property tax burden must fall on the homeowners.

No fiscal measure has been rejected by the voters of the school district of Davis in nearly twenty years.

A budget of $4,428,899, exclusive of reserves and transfers, is in effect for 1969-70.

The Current Expense of Education for 1969-70 is estimated at approximately $855.00. In 1967-68, the amount was $679.72, which may be compared to the state average of $617.00.

Fairly rapid growth in assessed valuation, coupled with the slowdown in enrollment, made it possible for the district to repay, in January of 1969, all existing State School Building Fund loans, thus in effect buying out of "state aid." In building with its bond funds only, however, the board has directed that state guidelines be adhered to.

Instructional Program

The school district has long been recognized in professional circles as providing an excellent educational program. While teachers and faculties have been encouraged to examine new ideas and processes on the whole the program has been conservative in comparison to other, less well-situated districts.

Because of the absence of "poverty" areas and a very low percentage of "minorities" (Spanish, 4.66; Black, 1.17; Oriental, 2.76), there has been little need and small federal funding for the kind of innovation that preoccupies the large urban cities.

The following miscellaneous data will indicate to considerable degree the composition of the student body and in consequence, the thrust of the instructional program.

Between 70% and 80% annually of the high school graduating classes continue education in colleges or universities. (40-50% to four-year colleges)

A consistent average of 25% of the graduating class qualify for the University of California (2.5 times the state average), and an average of 20% enter.

136 members of the 1968 graduating class of 287 took the Scholastic Aptitude Tests (SAT).

	Boys		Girls	
	Verbal	*Math.*	*Verbal*	*Math.*
National Average	463	510	464	466
Davis Average	537	592	523	531

Over the past five years the senior high school has averaged seven pupils annually in the National Merit Semi-Finalist list.

On the basis of state-wide norms for 1967, the average Davis sixth grade pupil in 1968 ranked at the 67th percentile in intelligence. The average tenth grade pupil ranked at the 70th percentile.

The following percentile ranking by grades relate to state-wide medians of 50% in reading: Grade 1: 68; Grade 2: 73; Grade 3: 72; Grade 6: 69; Grade 10: 76.

There are few school districts whose majority of students have such a high potential for learning. This fact imposes a special obligation upon the Board, staff, and citizens.

Opportunities for Reassessment:

With the pending change in leadership comes the chance, as expressed by Dr. Lobaugh, for a fresh point of view, infusion of new ideas, a choosing of new goals and a rededication to objectives of continuing merit.

While the advisor has had a limited opportunity to gather data and listen to citizens, there developed a strong impression that both staff and citizens:

a. feel they do have a superior school system.
b. want to go the short distance remaining to achieve unquestioned excellence.
c. desire greater emphasis on innovation.
d. support a more extensive employment of civic and university resources in enriching the instructional program.
e. believe that a more relevant program should be provided the non-university-bound students.

APPENDIX B

Memo To: Members of the Governing Board

Subject: Conducting the Interviews

While the screening committee is reasonably sure that each of the finalists is fully qualified in every way for this particular position, nevertheless it is the *Board's* responsibility to make sure, through personal interview and by investigation in his community, that the man selected is acceptable.

The interview should be conducted to help you, as the Board, decide whether or not the candidate is right for your district. To do this it is important that you pinpoint discussion to your district. The applicant can be expected and should, if possible, document how he has handled similar situations and the success he has had. How the applicant describes his past work and successes should be checked with his references to see if they agree.

Following introductions and a short presentation by the Board President concerning the schools, the community, and the hopes and aspirations of the Board, the candidate should be given an opportunity to present a few of his ideas of what he would hope to accomplish as the chief administrative officer of a school district such as this district.

The following topics cover areas of major administrative responsibility.

1. What do you believe should be the relationships between you and the board of education in administering the schools? How would you keep the board current on educational issues and problems?

2. How do you feel about a split vote by the board on a recommendation? What would you do if the board opposed something you think educationally sound?

3. How do you recruit and select teachers and other employees for recommendation to the board of education for employment? What do you look for in a teacher?

4. What improvements have been made in the educational programs in schools under your supervision?

5. How do you go about getting teachers and others to innovate?

6. What have you done to improve the work of teachers, custodians, bus drivers, and other employees?

7. What expertise have you in budget preparation and business administration?

8. How have you worked (or how would you work) to assure the governing board that the financial affairs of the district are in good order and that all legal aspects of the operation of the school district have been considered?

9. How do you propose to meet the rising militancy toward school government of such groups as teachers, youth, minorities?

10. How have you worked with parents, adult non-parents, Chamber of Commerce, organized labor, or other lay individuals or groups?

11. What have you done to keep the people fully informed about their schools?

Attached are questions suggested by citizens, teachers, and board members on specific problems in this district.

APPENDIX C

Memo To: Candidates being interviewed

Subject: Guide to Community Visitation

The Board has agreed that after selecting its top candidates a delegation of the Board will spend the major part of a day in the community of the candidates.

The candidate will be informed by telephone of the impending visit.

To assist the Board in its visitation you are requested to send *directly to the Board* your own variation of the following:

— The names, addresses, and telephone numbers of such leading citizens and officers of organizations as:

School Board Members
Local Service Clubs
Your Banker
Superior Court Judge
Mayor and/or City Manager or Councilmen
Ministers
P.T.A.
Teachers Association
Etc., Etc.

— The names of individuals who have been critical of you or your programs.

— Enclose a map of the community to facilitate travel.

You might well invite the Board Members to your home to meet your wife and relax for a short time during their visit.

Do not expect the delegation to limit its contacts to those whose names you supply nor for it to see all of them. This list will be a starting point only and the delegation will branch out.

APPENDIX D

SAMPLE

STANDARD APPLICATION FORM

Applicants are requested to complete this form and return it promptly. It will be used to expedite the process of establishing your file and commencing an inquiry into your qualifications. It is not a substitute for the formal letter of application and complete resumé which should be forwarded as soon as possible. Applicants are advised to have their confidential papers forwarded by their placement offices at once.

Name: _____ Telephone: (area code: _____)

(home) _____

Address: _____ (office) _____

_____ Confidential papers on file at:

_____ Zip _____ Age: _____

Record of Professional Education

Institution	Dates	Major	Degrees

Record of Professional Experience (in reverse chronology)

Title	Years Served	District	Enrollment	Salary

Give names, titles, addresses, and telephone numbers of three administrators familiar with your career whom we may contact.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Do you now have a California General Administration or Standard Administration Credential? _____

Please return this form to: _____

_____

_____

_____

_____

The application must be completed and returned not later than _____

APPENDIX E

Memo To: Members of the Governing Board

Subject: Evaluating Performance in the Community

As you visit in the district of your finalist candidate(s) you might use the following "evaluation" questions to guide your discussions with board members, teachers, parents, civic leaders, etc.

Each of your interviewees has been asked to submit to you a guide for your community visitation. Do *not* be confined to the names given you but branch out.

Be sure to telephone the candidate that you are coming. Try to be discreet — emphasize that you have under consideration "several" excellent candidates. Don't make "waves" in the community which may embarrass an unsuccessful candidate.

1. Are the qualities of experience and training proper for the job?
2. Is the individual able to make decisions? If so, are these sound decisions?
3. Is the superintendent ethical and professional in all contacts with the Board, the staff and the community?
4. Are the personal and personality traits proper for the position?
5. Has there been a vigorous program of curriculum development and instructional supervision?
6. Are the policies of the Board carried out with honesty and sincerity?
7. Does the superintendent bring to the Board, in well prepared form, full information on all matters under consideration?
8. Does the Board feel it is involved in the important decisions?
9. Does the individual prepare, in advance, the agenda and minutes of all regular and special Board meetings?
10. Are there good public relations with the community?
11. How is staff morale?
12. Does the superintendent take an active part in the community? With *all* segments of the community?
13. Has there been planning for the future growth of the school district?
14. Is a democratic organization administered with the staff involved and credit given to the staff?
15. Are parents satisfied with the educational program?
16. Does a close and cooperative feeling exist between the school and the community?
17. How well are others guided and motivated — staff, board, children and community?
18. Does the superintendent speak well and effectively when he speaks to groups?

19. Is the superintendent able to resolve problems and issues in conference with groups and/or individuals?

20. Are the selection and retention policies for the staff adequate?

21. Has the budget provided a balanced program for staff, supplies and equipment, maintenance of buildings and grounds?

22. Have the estimates on which the budget is based been accurate and has the financial operation been well supervised?

APPENDIX F

EMPLOYMENT AGREEMENT
BETWEEN

_____

AND THE

_____ SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

This EMPLOYMENT AGREEMENT, made and entered into this _____ day of _____, 197_, by and between the Board of Education of the _____ School District, _____, California, hereinafter referred to as DISTRICT and _____.

WITNESSETH

WHEREAS DISTRICT desires to employ _____ as Superintendent of Schools of the _____ School District, _____, California, for a four (4) year term commencing _____ and ending _____, and

NOW THEREFORE DISTRICT and _____ for consideration herein specified agree as follows:

1. DISTRICT, in consideration of the promises of _____ herein contained, hereby employs, and _____ hereby accepts employment as Superintendent of Schools of the _____ School District, _____, California, for a term of _____ years commencing _____, and ending _____ for and at an annual salary of _____ AND 00/100 (_____) DOLLARS. This annual salary shall be paid in monthly installments of one-twelfth of such annual salary. DISTRICT expressly retains the right to increase the annual salary of _____ at any time during the term of this agreement.

2. During the term of this EMPLOYMENT AGREEMENT, _____ shall be entitled to all benefits applicable to twelve (12) month certificated employees as an incident to their employment relationship with DISTRICT, including but not limited to vacation and illness or injury benefits and leaves.

3. In addition to the foregoing compensation, DISTRICT shall provide _____ with a DISTRICT automobile for his full-time use in the performance of his duties as Superintendent of Schools of DISTRICT. The automobile shall be fully maintained by DISTRICT, including but not limited to, keeping the automobile in safe, usable condition, effecting all necessary repairs, providing parts replacement, and furnishing all gasoline, oil, grease, and radiater coolant, all at DISTRICT expense.

4. _____, in consideration of the employment and compensation as herein set forth, shall give his best services and faithfully perform the duties and discharge the responsibilities assigned to him by DISTRICT for twelve (12) months of full and regular service in each year during the term of this EMPLOYMENT AGREEMENT and accept as full payment for his services the compensation herein provided.

5. _____ shall have a complete medical examination not less than once every two years and not more frequently than once each year, unless otherwise separately authorized or directed by DISTRICT, and file promptly a report of said medical examination with DISTRICT. All costs and expenses of said medical examination and report shall be paid by DISTRICT.

IN WITNESS WHEREOF, DISTRICT has caused this EMPLOYMENT AGREEMENT to be executed in its behalf by a duly authorized officer thereof and _____ has executed this EMPLOYMENT AGREEMENT on the day and year first above written.

BOARD OF EDUCATION _____
SCHOOL DISTRICT _____, CALIFORNIA
_____ (President)

Additional copies of this document are available for $1.25 each (includes tax and postage) from:

C.S.B.A.
455 Capitol Mall
Sacramento, Ca. 95814

C.A.S.A.
1705 Murchison Drive
Burlingame, Ca. 94011